

## Strategic Enrollment Planning – Academic Subcommittee

### Introduction and Committee Charge

The Academic Subcommittee was charged with providing information, plans, and strategies to college leadership regarding the best opportunities for growth in student enrollment. Consideration was given to student interest/demand, workforce development, cost, capacity, and competition. The rank ordering that is presented below is the result of cross-school collaboration. Some of the initiatives are immediately actionable while others offer a longer run or strategic perspective. In either case, the primary focus of the items in Table 1 is to maintain the transformation of the college as a bachelor degree granting institution. Our work seeks to continue this strategic promise made to our various constituencies not that long ago.

### Committee Membership:

The members of the committee were:

Chair: Dr. Skip Mounts, Dean School of Business and Public Management and Professor of Economics  
 Dr. Laura Lynch, Assistant Vice President for Faculty Affairs and Associate Professor of Mathematics  
 Dr. Patricia Kraft, Dean of Education, Health Sciences and Nursing (service ended 6/2018)  
 Dr. Lydia Watkins, Interim Dean of Education, Health Sciences and Nursing, Associate Professor of Nursing (effective 6/2018)  
 Dr. Victor Vega, Dean of Arts & Sciences and Associate Professor of Mathematics (service ended 6/2018)  
 Dr. Andrea Wallace, Interim Dean of Arts & Sciences and Professor of Chemistry (effective 6/2018)  
 Dr. Colleen Knight, Chair of Natural Sciences and Associate Professor of Chemistry  
 Mr. Bill Garlen, Interim Director of the Camden Center and Assistant Professor of Management  
 Dr. Jessica Graves, Former Chair of the Department of Education and Teacher Preparation (service ended 6/2018)  
 Diana Leal, Support Services: Enterprise Application Specialist

### Process:

The rank order of programs and activities is the result of several meetings with Jim Anderson, the Ruffalo Noel Levitz representative, and several other meetings that occurred in between Dr. Anderson’s visits. Our discussions were centered around three points of focus: (1) new students, (2) retention of existing students, and (3) progression and graduation. Our discussions were also framed around a tactical (short run or immediate) focus and a strategic (long run or planning) focus. We also recognize the unique character of our unique coastal location.

Table 1. Rank order of strategic enrollment proposals by the Academic Sub-Committee.

Program or Activity	Description	Rank Order
Bachelor of Science in Data Analytics	This is a new degree initiative of the Department of Mathematics partially integrated with the entrepreneurship activities of the School of Business and Public Management. The proposal of the degree has been approved for further development by the University System of Georgia. An enrollment and financial plan are part of the next submission.	1
Enhanced Promotion of the Bachelor of Science in Hospitality and Tourism	The 2018-2019 academic year is the first year the Bachelor of Science in Hospitality and Tourism Management can appear in the academic catalog. This is the only undergraduate program in hospitality in USG. The 2018-2019 catalog is the first time the degree has been presented in that format. At	2

<p>Management and the Bachelor of Science in Criminal Justice with a Concentration in Cyber Security</p>	<p>present (fall 2018) there are 20 students in the program. It is anticipated that 50 students will be in the program by the end of spring semester 2019. Given our unique location with its unmatched hospitality assets, this program should be a hallmark of CCGA. The BSHTM complements our longstanding degree in culinary arts. These general comments can also be said about our program in criminal justice. In many ways the program builds on a special relationship with the Federal Law Enforcement Training Center. No other community in the United States can claim such a federal government agency</p>	
<p>Develop a Center for Coastal Science with the School of Arts and Sciences</p>	<p>The College's degree programs in coastal ecology and environmental science are built around our unique coastal environment. These degree programs also have an active undergraduate research component. Given this research, a Center would offer a unique point of focus for the work of student/faculty collaboration, unmatched along the east coast of the United States. It is anticipated that 10 additional students will enroll in the College as a result of leaning about the Center. Funding is needed to support reduced loads for faculty who lead undergraduate research projects. The following statement has been prepared by the faculty in the area: The <b>Center for Coastal Science</b> will promote experiential learning and student-faculty research in coastal ecology and environmental science on the Georgia coast; foster public understanding and application of coastal science; and engage with community partners to advance those aims.</p> <p>Functions may include:</p> <ul style="list-style-type: none"> <li>• Coordinate with Admissions, Advancement, etc. to promote programs and recruit students, including targeted campaigns and a strong online presence</li> <li>• Provide a clearinghouse for service-learning internships, research, and job opportunities</li> <li>• Develop mutually beneficial partnerships with public and private partners</li> <li>• Host the annual Coastal Science Symposium to showcase student work and engage the broader community</li> <li>• Encourage participation in public outreach and science communication</li> <li>• Secure resources to further mission – facilitate directed giving and support grant writing</li> <li>• Convene an advisory board composed of community leaders and partners</li> <li>• Collaborate with the Center for Service-Learning, Office of Undergraduate Research, and interdisciplinary faculty groups</li> </ul>	<p>3</p>
<p>Inclusion of the Center for Career Development and the Office of Admissions in</p>	<p>New degree programs need to recognize market demand (relevance – what students and employers want), market competition (differentiation – unoccupied market positions and programs that exploit our coastal location), and authenticity (program – what we do well). These features can only be recognized if the degree program development process is transparent and</p>	<p>4 (could be moved to #1)</p>

the degree development process	broad. At present, these two offices do not have input into degree creation. As a result, important information is missing as degrees are developed	
Enhance existing advising programs and revisit a first year experience for freshmen	This includes a concierge advising model for adults, more professional advisors to serve students with between 31 and 60 credit hours, experienced faculty teaching entry level classes, and formal ways to lead dual enrollment students to degree completion.	5
Strategic Registrar Analyses: Course Scheduling and Degree Audits	This strategy, which focuses on student time to graduation, includes conducting degree audits for students that reach 90 credit hours to ensure they are registered for the courses they need to graduate. Current practice is to conduct degree audits only after students have applied for graduation. This strategy also includes the adoption of course scheduling software to ensure courses are being offered in the appropriate semester and at the appropriate time of day that students need.  To implement this strategy, another full-time staff member would be required in the Office of the Registrar.	6
Long run degree ideas	English, history, chemistry, and health science programs in therapies (e.g., speech, occupational, respiratory, and physical)	7
Create concentrations in the American Studies degree that could be test the viability of new degree programs	The University System shows a bias toward new degree programs that are developed out of concentrations in existing degree programs.	8

### Recommendations

The top three proposals address existing programs or a new degree program that has received initial approval by the University System. All proposals can be implemented directly with little cost. Existing promotional dollars may be reallocated toward hospitality and criminal justice. With stability in the Office of College Advancement and the Office of Admissions it may be determined that promotional budgets are sufficient. If not, new monies would see immediate returns. These can have immediate positive effect on enrollments. The also recognize CCGA's comparative advantage due to our coastal location. The fourth proposal is a process that can be implemented immediately. Degree programs need to be developed that recognized that the college is operating in a competitive market place on a national level. As such, new program development needs to explore the demand by students and employers. The final four programs are more strategic in nature. As professional advising is expanded consideration should address 'who' are our students. As such, given the nature of our adult student market, the concierge advisor should be added sooner as oppose to later.